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ABSTRACT

Since 1967 the Appalachian Adult Education Center in cooperation with thirteen State departments of education has established several adult learning centers to provide services to the hard-core educationally disadvantaged and to test one specific method of operation to meet individual needs most effectively. Through this document, an attempt is made to formulate a broad and comprehensive desig. for an operational learning center, including objectives, physical structure, materials, requirements for directors and staff members, and student recruitment techniques. A program of diagnosis, prescription and evaluation is outlined; sample record sheets, enrollment forms, study schedules and other forms make up a large part of the document. An evaluation of the learning center program, Ohio Module, is offered in tabular form. In a comparison with traditional classroom adult instruction, the learning center showed 1.5 times the gain per hour in reading for 100 hours of instruction, and home instruction by paraprofessionals working out of learning centers showed 2.5 times the gain of the traditional classroom. (AJ)

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Issue 6
September
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The Adult Learning Center

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MOONLIGHT SCHOOLS

Established in Rowan County, Ky., in 1911, by Mrs. Cora W. Stewart, "to emancipate from illiteracy those enslaved in its bondage." Because the people had to labor by day it was decided to have the schools on moonlight nights so the moon could light the way. The schools were taught by volunteer teachers. Movement soon spread nationally and internationally.

Appalachian Adult Education Center

AE 000 933

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Issue No. 6, September, 1972
The Adult Learning Center
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The Appalachian Adult Education Center (AAEC) is a multi-purpose research and demonstration agency dedicated to the improvement of the quality of adult basic education throughout the thirteen state Appalachian region.

Toward that end, the Center conducts research on the nature of the adult learner, administers demonstrations of exemplary adult learning programs, trains teachers and administrators in modern methods and techniques of adult instruction, and fosters the development and spread of preferred adult education practices particularly suited to the needs of rural undereducated adults.

INTRODUCTION

The concept of learning centers is not new to the Appalachian region. In 1911, in a small, rural hollow, Morehead, Kentucky, Cora W. Stewart started the "Moonlight Schools." Eleven years after the "Moonlight Schools," in 1922, a small teacher's college (Morehead State Normal School; now Morehead State University) was established. These two educational institutions were the landmarks for the education of the rural Appalachian population.

Educational needs and training for the isolated undereducated adults in Appalachia led a group of people from Morehead State University to write a proposal for a planning grant. In 1967, the U.S. Office of Education funded the proposal for the establishment of the Appalachian Adult Education Center. Based on the experience and best judgment of the AAEC Staff, the establishment of learning centers was considered one of the most effective methods to meet the needs of the rural adults in Appalachia. Since 1967, the AAEC, in cooperation with the state departments of education of thirteen Appalachian states, has established several adult learning centers. Each center has two major objectives: (1) to provide services to the hard-core clientele; and (2) to test one specific method of operation to meet the individual needs most effectively.

Through this document, an attempt is made to formulate a broad and comprehensive design for an operational learning center.

Each aspect in this design is supported by the findings of the AAEC's research from various state modules throughout the Appalachian region.

WHAT IS AN ADULT LEARNING CENTER

What is an Adult Learning Center?

Learning centers, as generally defined, encompass individualized instruction assisted by professionals and paraprofessionals largely using programmed materials. The learning centers are usually open five days and evenings per week from 8:00 a.m. to 8:00 p.m., for a total of sixty hours per week. Scheduling for students is dependent upon their convenience there is no set time or number of hours that a student must attend.

The main concept of a learning center is derived from the term center. Center, as defined in Webster's Dictionary, is "a place in or around which an activity concentrates or from which something originates."[1]

This means there is a main meeting place where concentrated learning takes place. Several forms of centers may extend from this central laboratory. For example, a learning laboratory may have its central office in the basement of the library. From this office, several mini-labs may be placed throughout the city in shopping centers, banks, laundromats, bookmobiles, schools, churches, individual homes-books borrowed to be read in parks, on easy relaxers, or even bathrooms.

The purpose of adult education is to provide adults with the opportunity to continue learning. Accessibility to the learning center is one of the major problems in planning any program. While the individual student must remain a prime consideration, the overall population and geography of the city or locality will often dictate the location of the center.

The learning center may be on a centralized plan or a district plan. In the centralized plan, all adult education programs are located in one center. This allows for lower cost of operation. However, there may be a problem of parking space and availability of public transportation.

In the district plan of adult education, more outlying centers serve more adults. Community interest and support occur when people attend centers in their own backyard.[2] Students feel more at ease with people they know and may not be so reluctant to show their lack of education or interest in furthering their education.

The Appalachian Adult Education Center worked with the Community School Program of the Corning City School District and the Corning-Painted Post Area School District in New York to develop ABE in a context of continuing and recreation education. One promising practice which has been used in the New York project is a traveling mini-lab shared by several ABE programs to cut costs of programmed materials while allowing a large degree of individualized instruction. The lab fits into a station wagon and has legs with wheels to facilitate movement. The lab is available when school facilities are being used by adults engaged in a variety of activities.

[1] Webster's Seventh New Collegiate Dictionary, s.v. "center."

[2] Nathan C. Shaw, Administration of Continu... National Association for Public Continuing and Ad... Washington, D.C., 1969, pp. 264-265.

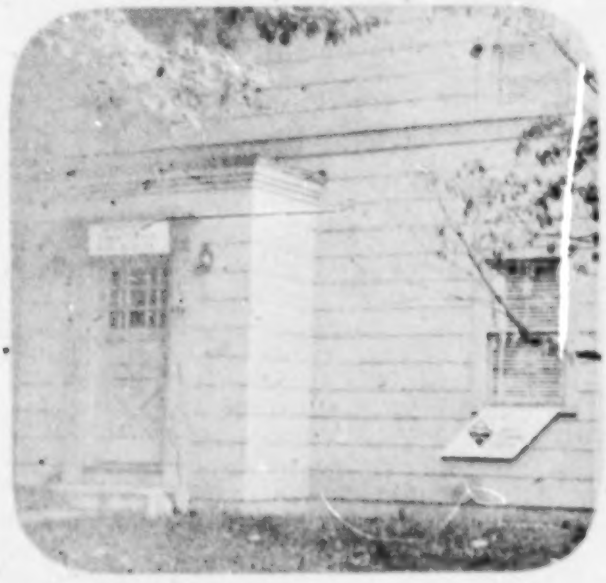
WHAT SHOULD BE THE OBJECTIVES OF AN ADULT LEARNING CENTER

What should be the objectives of an adult learning center?

Objectives:

An adult learning center should be structured to: (1) meet the adult learner at his present educational level and aid him in attaining his desired goal; (2) know the student in terms of cultural and educational background and his desired goal; (3) make an assessment to determine educational needs necessary for goal attainment; (4) involve the student in designing a program to meet his desired goal; (5) help the student to move through the prescribed program, with continual reinforcement toward goal attainment; (6) make a periodic evaluation of student progress to be used for readjusting prescribed programs and to give the student an awareness of success; (7) identify and utilize various agencies in the community for each individual student's placement and progress; and (8) make an extensive evaluative follow-up of each student to determine the effectiveness of the center in meeting the desired goal.

The AAEC Adult Learning Center



The Appalachian Adult Education Center and the Department of Adult and Continuing Education in operating the Adult Learning Center on the campus of Morehead State University in conjunction with the Kentucky State Department of Adult Education included the following components: (1) a graduate student practicum; (2) interagency cooperation; (3) paraprofessional training for homebound instruction; (4) a child care component; (5) training and observation for adult educators and other interested professionals; and (6) evaluation of methods and materials.

WHAT WERE SOME OF THE RESULTS OF THE AAEC LEARNING CENTER RELATED TO THE STATED OBJECTIVES

What were some of the results of the AAEC Learning Center related to the stated objectives?

Current operation:

Presently, there are 65 adults ranging in age from 16 to 54, enrolled in the Adult Learning Center working toward attaining their individual desired goals. The total enrollment during the period of September, 1971, to June, 1972, was 94, with an average monthly attendance of 30 adults in the small Appalachian town of Morehead. The average number of hours of instruction per month was 275 for the same period, for an average of 9.1 hours in study at the learning center per month per student.

A wide range of educational materials is available to instruct the adult learner. The program has been designed to meet the student at his present educational level and to help him attain his set goals.

Working in cooperation with numerous agencies, such as the Office of Economic Security, Neighborhood Youth Corps, Child Welfare Department, Morehead Girls Center, Rowan County Vocational Technical School, and the Community Action Programs, persons referred to the center are first interviewed to determine their cultural and educational backgrounds and their plans or goals. A program of study, planned by the student and the director, that should enable the student to attain his stated goal, is written out; finally, a flexible time and study schedule is arranged.

Since the bulk of the materials are programmed and individually paced, the learning center staff serves primarily as facilitators, coordinators, and directors of learning. There is some audiovisual equipment so that adults can learn independently using all of their senses.

The center has had an impact on the Rowan County area and on students involved in the program. This is evidenced by the large number of visitors, the follow-up records made by those who have studied at the center, and a program providing educational experiences for preschool children of adult learners enrolled in the center.

Nineteen adults successfully completed the GED in 1971-72, a number which is equivalent to the graduating class of many rural high schools in Appalachia. An additional ten adults have been tentatively scheduled for the GED during the months of June and July. A definite time cannot be scheduled for each adult to take the GED test because the student's readiness is dependent upon periodic testing results and the judgment of the learning center staff. Upon evaluation of the test results, it may be necessary for the student to spend additional time at the center for the purpose of review in specific areas. Of those who have completed the GED:

One has gone into the Manpower Security Program

One has applied for licensed practical nurse training but was not accepted due to the large number of people applying for admission with the quota of five people from each county being placed in the program. To pursue her goal, she is working as a nurse's aide

One has entered military training

Three have decided to continue their education by enrolling in college

One is employed in a secretarial position.

Others who have reached a stated goal, such as completing income tax forms, or learning to read better and faster, are not included above.

In addition to serving the needs of the disadvantaged adults in the community, the learning center has served as a training facility for five graduate assistants. For the summer months of 1972, the Neighborhood Youth Corps will place two of their students to work in the learning center under the supervision of the learning center director.

WHAT IS THE PHYSICAL STRUCTURE OF AN ADULT LEARNING CENTER

What is the physical structure of an adult learning center?

The learning center may be housed in a variety of physical structures ranging from a residential home to a mobile trailer. As an illustration, it was recognized by the AAEC that a mobile learning center for adult basic education could provide the service in the isolated area typical of the Appalachian region, lacking transportation facilities and suitable centralized buildings to enable ABE students to participate in educational programs. The AEC, through the Itawamba Junior College (IJC), Mississippi, developed a moving learning center. The Town and Country Mobile Homes Company donated a mobile facility which was modified and stocked with hardware and software by the Mississippi State Department of Education. The facility moves to seven separate locations each week: three industrial sites, two public housing sites, and two rural crossroad store sites. The mobile center is staffed by a curriculum specialist and her assistant and supervised by the director of IJC vocational center and the local adult education supervisor. The initial enrollment of eighty people has grown steadily.

As a consequence of this project, ABE is available in a modern well-equipped facility where there was no ABE before. By moving each day, expense can be shared which would make such facilities prohibitive in one location. The withdrawal rate from the program has been less than ten percent and the average gain on a standardized test (ABLE) for 75 hours of instruction across the sample has been 1.9 in grade equivalence almost twice the average local gain for an equal time period in more conventional programs.

The important point, of course, is that the physical structure in which the learning center is housed does not necessarily determine its success or failure. The important point is what goes on in this structure-is the atmosphere informal? is it conducive to learning? does it meet the students' needs? do the students want to come back? etc.

How is the interior of an adult learning center arranged?

Learning centers need no specifications. The main requirement of the central learning center is a physical facility for meeting with students. It is usually one large room with tables surrounded by smaller study areas. A small room off the instructional area is necessary to provide space and privacy for individual testing, counseling, and conferences.

The learning center should provide for individual preference of study carrels or tables to the students. Many centers have found study carrels advantageous because they permit concentration without distraction for some adults, and allow privacy for students from their peers.

Other centers prefer tables because more space is provided for spreading out materials and using machines. If tables are used, it is best to avoid a row or line arrangement which gives the formal look of a classroom. One of the characteristics that makes a successful learning center is its informality.

Shelves and file cabinets provide ample storage and accessibility for materials and equipment. Movable partitions which serve as blackboards or bulletin boards are useful.

Good lighting is necessary to protect learners against eye strain. Proper temperature control and ventilation provide a more comfortable atmosphere for learning. Soundproofing keeps noises to a minimum. Sufficient electrical outlets are essential for the various audiovisual devices necessary to utilize all the senses in learning. Restrooms and coat racks are a must. Telephone service should be available.

The learning center should be as physically attractive and comfortable as possible. Ashtrays and a lounge area should be evident.

Socialization enhances the atmosphere of the

LEARNING CENTER STAFFS

learning center. The students need an area in which they may rest and relax, have coffee and snacks, and hold informal discussions. This socialization process is just as important as the learning process. The students form a positive relationship toward the center if they can identify or feel a part of the center. An AAEC project is being conducted in cooperation with the Appalachian State University in North Carolina to study the comparative, cognitive and affective learning outcomes from ABE organized as self-directed instruction and as small group instruction. The study was initiated as a result of concerns that while ABE students show remarkable cognitive gains, as measured by standardized achievement tests through individualized self-directed instruction in the learning center, they may not be acquiring the positive changes in self-concept that they might through the interaction of small-group instruction. Data is still being collected in this project.

Must the adult learning center staff be familiar with the characteristics of their adult students?

Learning center staffs

Adult educators must have some knowledge of the characteristics of each individual adult in order to help their students.

1. Many adults are very ego-conscious. The learning center staff must be most cautious in giving negative criticism on work. Adults usually grow more from praise than from criticism.

2. Adults tend to be very defensive about their families, language, work, religion, or anything with which they associate. An unconsidered comment or look from a staff member can build up a barrier that may never be broken down.

3. Adults relate learning to previous experiences. They may have had an unpleasant learning experience which affects their attitude toward present learning efforts. The staff must work hard to do away with this negative attitude.

4. Many adults need instant recognition of any accomplishments. This need not be a tangible reward. A word of praise can be sufficient.

5. Adults have other responsibilities that must come before learning. These responsibilities include families, jobs, churches, and community activities that exert pressures on them. The staff must understand the urgency of these responsibilities in order to help the students.

The staff must understand that each adult is different--physically, emotionally, mentally, psychologically, culturally and experience-wise. Staff members must respect their students as individuals.

What are some of the procedures involved in operating an adult learning center?

Initial contact with the adult student:

The adult student who enters the learning center has more than likely faced frustrations previously, failed in his public school education and dropped out, but now has recognized an educational need to be fulfilled. The reasons vary greatly for an adult re-entry into an educational situation--ranging from wanting to pass the GED; or learning how to fill out income tax; or helping his children in school; to semicompulsory attendance through welfare or labor projects. Whatever his desire, behind every student there is a motivating factor that will determine the program to be prescribed for that student. The direction that the student takes greatly depends upon his initial interview and counseling sessions.

INTERVIEW

Interview:

The first face-to-face contact with the adult student is very crucial to establish a productive relationship. It is from this interview that the learning center staff member answers and/or accomplishes the following:

1. What is the student's goal or desire?

2. What is his background--family, previous education, work experience, etc.?

3. What is the most comfortable approach to conversation with this student? What are his interests?

4. What topic does he discuss most easily?

5. How can a positive attitude be maintained from the student's point of view?

6. What makes him feel comfortable?

7. Leaves no questions unanswered.

8. Explains fully and clearly what the student can expect from attending and studying in the learning center.

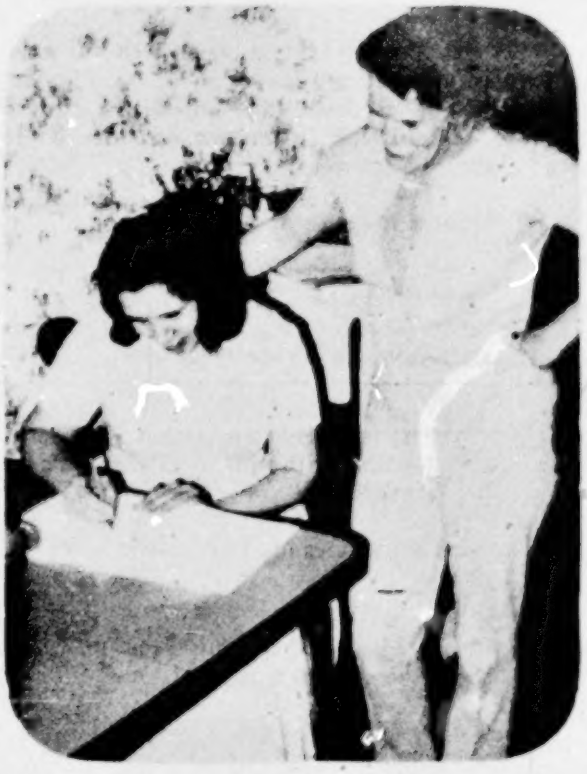
9. Stresses the student's strong points and complements them.

10. Relieves any apprehension that the student may have concerning diagnostic testing.

RECRUITMENT

Recruitment

For the successful operation of an adult learning center, recruiting methods, and techniques should be utilized to the maximum. Methods and/or techniques include a variety such as: billboard signs, promotional letters, newspaper ads, spot radio announcements, posters, pamphlets, television, and person-to-person contact by learning center personnel and volunteers.



A two-year (FY '68, '69) study by the AAEC of ABE recruitment in ten counties of northeast Georgia compared different kinds of trained paid recruiters by:

Total number of students enrolled.

Percentage of recruiting contacts that were enrolled.

Percentage of those enrolled who stayed in the program (retention).

THOSE RECRUITERS WHO WERE ACTIVELY INVOLVED IN THE ABE PROGRAM WERE MORE SUCCESSFUL BOTH IN RECRUITMENT AND IN HOLDING POWER THAN THOSE WHO WERE NOT.

The paid trained recruiters in the demonstration are compared in Table 1 in order of success.

TABLE 1
GEORGIA MODULE:
SUCCESS OF ABE RECRUITERS, 1969

Recruiter	Contacts	Number Enrolled, 1969	Percent of Contacts Enrolled	Percent of Retention
ABE lay teacher-aide	93	59	63.44	87
ABE teachers	123	70	56.91	87
Lay recruiters	238	66	27.73	77
Public school teachers	68	12	17.65	48
Lay ABE student	434	64	14.75	74
VISTAS	245	9	3.60	na
College student	26	0	0	0

MOTIVATION - DIAGNOSIS - PRESCRIPTION

Motivation

Motivation is the emotional state of mind that represents the degree of satisfaction or dissatisfaction from the activity in which a person is engaged. A motivated adult learner is a person who seeks satisfaction and, thus, the best potential learner.

There are various ways to provide motivation. In AAEC's Maryland Module, typewriting was added to the ABE curriculum in experimental classes with the aim of improving the recruitment, motivation, and retention of undereducated adults. As compared with control groups in each county, the experimental groups with typewriting instruction showed higher enrollment, fewer withdrawals, extra volunteer time in the learning center, and much higher nightly attendance for 100 hours of instruction.

Enrollment as compared to the previous year at the centers where the experimental classes were held was also increased. The explanation offered for these findings is that the use of the typewriter (electric and manual typewriters were used) provided an ego-building device as well as an acceptable rationale to associates for attending classes.

As would be expected, in 100 hours of combined academic and typewriting instruction, typing skills were not developed, although some adults learned to type as many as 45 words per minute.

Diagnosis

Following the interview, the learning center staff member should diagnose the student's needs through formal and/or informal tests. Prior to the administration of any form of diagnostic instrument, the learning center staff member should clearly explain that the test does not mean: a pass or fail situation; that there is no grade. The point should be strongly emphasized that the test will be used to determine the elimination of the many areas that he does not need to study because he is already strong in those areas. This procedure will greatly speed up his progress; the director will be better able to help him in only those areas he needs to work on; and, thus, he will achieve his desired goal much faster and easier. Show him every step in grading the test--go over everything missed and tell him what you will do to strengthen him in this area. Remember: When you go to a doctor for an illness, he diagnoses your ailment and prescribes a medicine to help cure your illness. If you have a cold, he treats you for that only. He will not put your arm in a cast for a broken arm because you didn't have a broken arm--his diagnosis and prescription treat only your cold.

The preceding explanation may be simplified, but the similarity exists and applies very well to the learning center's job in diagnosing the needs of the student and prescribing the necessary program to correct his needs in the context of his goals.

Prescription

After a student's needs and goals have been diagnosed, the next step is a prescription. This may involve analyzing standardized test results by plotting the items missed on an analysis chart (see page 10). To interpret the need from the analysis chart, one must look for the greatest number of items or questions missed by area. From this one goes back to the test and determines the problem area exactly. If the analysis chart shows a large number of fractions missed on the math section, the question is: just what kind of fractions? It may not have been simple fractions but improper fractions. If so, the prescribed program of study would include only improper fractions. This procedure should be followed for all areas of the diagnosis, including English, literature, science, mathematics, and social studies, and would continue until every area in which the student is interested and shows weakness is included in his prescribed program of study. (An individual student study schedule may be seen on page 14).

ANALYSIS CHART Adapted from:

"Modular Analysis of Learning Difficulties (MALD)"
Rehabilitation Research Foundations
Elmore, Alabama, 1971.

Name of Student

TEST 3 ARITHMETIC REASONING
Section A. GP
Knowing the Meaning of Numbers

Changing Words and Roman Numerals to Numbers 1,2,3,4,5,6,7,8,9,10
Note: Area of Difficulty (specific difficulty)

Recognizing Number Values 11,12,13,14,15
Note: Area of Difficulty (specific difficulty)

Section B. GP
Signs, Symbols, and Equations
Symbol and Formula Problems 16, 17, 18, 19, 20,21,22,23,24,25,26,27,28,29,30
Note: Area of Difficulty (specific difficulty)

Positive and Negative Numbers 31,32,33,34,35
Note: Area of Difficulty (specific difficulty)

Solving Algebraic Equations 36, 37, 38, 39, 40
Note: Area of Difficulty (specific difficulty)

Section C. GP
Working Word Problems 41,42,43,44,45,46,47, 48, 49, 50, 51, 52, 53, 54, 55
Note: Area of Difficulty (specific difficulty)

TEST 4 ARITHMETIC FUNDAMENTALS
Section D. GF
Adding

Whole Numbers 56, 57, 58, 59, 60
Note: Area of Difficulty (specific difficulty)

Decimals, Percentage, Measurement
61,62,70,71,72,73,74,75
Note: Area of Difficulty (specific difficulty)

Fractions 63,64,65,66,67,68,69
Note: Area of Difficulty (specific difficulty)

Section E. GP
Subtracting

Whole Numbers 76,77,78,79,80
Note: Area of Difficulty (specific difficulty)

Decimals, Measurement 81,82,90,91,92,93,95
Note: Area of Difficulty (specific difficulty)

Fractions 83,84,85,86,87,88,89,94
Note: Area of Difficulty (specific difficulty)

Section F. GP
Multiplying
Whole Numbers 96,97,98,99,100,101,102
Note: Area of Difficulty (specific difficulty)

Fractions 103,104,105,106,107,108,109,110
Note: Area of Difficulty (specific difficulty)

Decimals, Percentage, Measurement 111,112, 113,114,115
Note: Area of Difficulty (specific difficulty)

Dividing
Whole Numbers 116,117,118,119,120,121,122
Note: Area of Difficulty (specific difficulty)

Fractions 123,124,125,126,127,128,129,130,135
Note: Area of Difficulty (specific difficulty)

Decimals 131,132,133,134
Note: Area of Difficulty (specific difficulty)

MANAGE - EVALUATION

Manage

Prior to and during the course of instruction, the student should have the understanding that the learning center personnel responsible to that particular adult will be his source for clarification of things not understood and will provide all necessary instruction and materials that this assistance will be at his immediate disposal. During the student's hours spent in the learning center, the maintaining of a good positive atmosphere conducive to learning is vital and a must role for the staff.

Evaluation

The evaluation of the student's progress is a must to insure maximum growth and to avoid wasting his time spent in the learning center in unnecessary replication after learning has occurred. As the student works and studies through his prescribed program of study, his program should be evaluated both formally and informally to maintain and strengthen the student's own satisfaction of where he is and how he is doing in his work. He may be progressing farther than the initial study schedule allowed, he may need some refresher or reinforcement material that was not written into the original study schedule.

Should there be interagency referral and cooperation?

Yes! The adult learning center has a tremendous service to offer and should be included in the ranks of public service agencies. It also has a tremendous responsibility to its clients not to try to serve all their needs when other agencies exist to meet many of those needs. Prior to the learning center going into full-scale operation, contacts and appointments should be made with the directors of the public service agencies in the community for the purpose of explaining the learning center services, operations, and assistance that can be given to the public and the willingness to provide whatever assistance possible through referrals to the existing, on-going services of the public service agencies in the community. Interagency cooperation can go beyond referral. A case in point would be an AAEC project in Kentucky, the ABE Learning Center at U.S. Lock and Dam Site No. 32, in which the development and operational activities of the center involved thirteen different agencies. A sample of the major agency resources applied to the learning center are noted in the following table.

TABLE 2
SAMPLE OF AGENCY RESOURCES
LOCK 32 CENTER

Agency	Activity/ Resource	In-Kind Contribution
Kentucky Adult Basic Education Program	Recruiting/teachers	$ 23,430.00
Community Action Program	Bus/driver/ grounds/gas	9,360.00
U.S. Engineers	Building (rental fee)	2,000.00
Mainstream Welfare	Renovation (3,111 man hours)	4,977.60
Neighborhood Youth Corps	Child care/ ground care	2,048.00
Total for sample		$ 41,815.60

The Lock 32 Center functioned as a demonstration-training site for Kentucky, Ohio, and DHEW Region VII.

A brochure (as illustrated below) outlining learning center services and including the telephone number and name of the director to be contacted in referring students to the learning center should be left with the agency--plus extra copies for other personnel and people.

WHAT MATERIALS SHOULD BE USED IN AN ADULT LEARNING CENTER

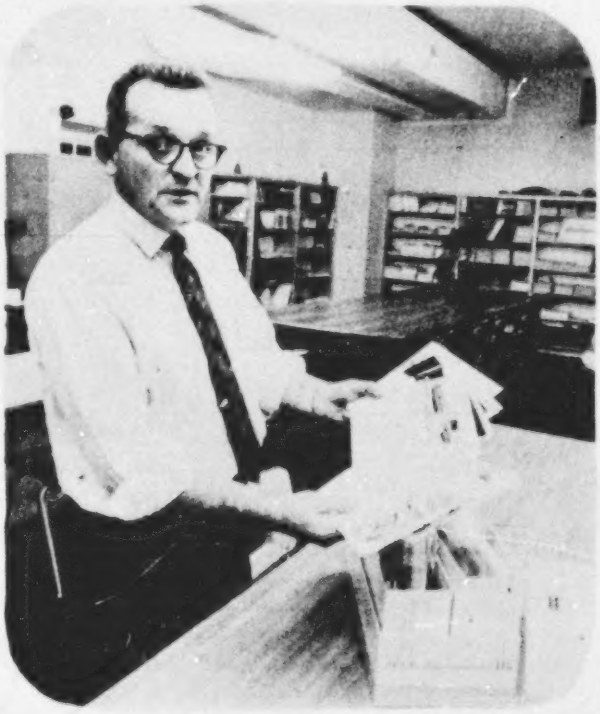
Private industries and businesses should be included as potential sources of assistance and referral of their employees to the learning center. In the AAEC Alabama-Bear Creek Learning Center Project, it was found that through the cooperative efforts of a number of agencies such as the Tributary Area Development of the Tennessee Valley Authority (TVA); the Bear Creek Watershed Association, and Hallmark Homes (a mobile home manufacturer), an ABE learning center could be demonstrated and used as a model by several area vocational technical schools. The Bear Creek Learning Center has been used by many businesses and industries in cooperative program development. As a result, other state directors of adult education indicated interest in the mobile learning center concept as a method of reaching the isolated adult where no public transportation facility is available--usually the case in Appalachia. The Alabama state grant program is supporting many learning centers across the state as a result of the Bear Creek Center. Hallmark Homes donated the mobile unit valued at $7,000 to the Hamilton County, Alabama, schools. Hardware valued at $1,000 was donated by TVA. With full state program support, project continuity has been assured. In addition to ABE offerings, the Hamilton County Schools have utilized the Bear Creek Center to enrich programs for out-of-school youths and for youths requiring remedial assistance not readily available in the existing high school curriculum.

What materials should be used in an adult learning center?

The materials used to prescribe a study schedule should include a variety which will best suit the needs and desired outcomes for the goals to be accomplished by that particular student. Many materials are valuable and may be a part of the prescription--programmed, teacher instruction materials, nonprint, and supplementary reading and reinforcement materials.

Each individual needs three different study schedules. Examples of a variety of materials used may be seen on pages 14, 15, and 16.

Note that the three study schedules have different prescriptions due to the difference in the individual's instructional levels and needs. As can be seen from the study schedules, Fred Ball's (page 14) instructional level on a standardized test in reading was 8.9; Diana Drake's (page 15) instructional reading level was 6.0; and Joyce Jone's (page 16) instructional reading level was 10.7--the same holds true for English and math. These were the areas these particular (hypothetical) students wished to study. In some cases, of course, the item on a standardized test would not pertain to the area a student wished to study.



MOREHEAD ADULT LEARNING CENTER

Student Record Sheet
and Study Schedule

NAME Ball Fred
Last First Middle

KEY DATES

Admission 1/7/72 Withdrawal
Diagnostic Testing 1/7/72 Readmission

TEST RESULTS

PRE-TEST

Date	Name of Test	Battery Median	Readability Score
1-7-72	Calif. TABE Level D	8.7	8.9

POST-TEST

Date	Name of Test	Battery Median	Readability Score

INITIAL PLACEMENT

Reading Level II 8.9 English Level II 7.3 Math Level III 9.3

PROGRAM PRESCRIPTION Study Schedule

Date-B	Prescribed Program	Comments	Date-C
	Understanding Main Ideas		
	Getting the Main Idea	Barnell-Loft Spec. Skills (C & D)	
	Making Right Conclusion		
	Drawing Right Conclusion	C. Barnell-Loft	
	Decimals & Percentage	Addison Wesley (Blue)	
	Word Problems		
	Symbol & Formula Problems	Addison-Wesley (Blue)	
	English 2600 Commas	P. 250 Frame 2321-2356	
	Quotation Marks English	2600 P. 306 Frames 2568-2610	
	English 2600 (Recognizing	Complete Sentence) P. 323	
		Frame 1042-1077 & P. 119 Frame	
		1160-1193	
	Cyclo-Teacher (Proper	Use of Verbs) Cycles 218-219	
	Spelling	McGraw Hill	

MOREHEAD ADULT LEARNING CENTER

Student Record Sheet
and Study Schedule

NAME Drake (Last) Diana (First) (Middle)

KEY DATES

Admission 9/7/71 Withdrawal

Diagnostic Testing 9/7/71 Readmission

TEST RESULTS

PRE-TEST

Date	Name of Test	Battery Median	Readability Score
9-7-71	ABLE	4.6	6.0

POST-TEST

Date	Name of Test	Battery Median	Readability Score

INITIAL PLACEMENT

Reading Level II 6.0 English Level I 3.6 Math Level I 2.9

PROGRAM PRESCRIPTION Study Schedule

Date-B	Prescribed Program	Comments	Date - C
	Reading Attainment	System I (Purple) Grolier	completed
	Measurement	Honor Machines, Inc.	completed
	Advanced Add. & Sub.	Sullivan-McGraw-Hill	completed
	Multiplication & Division	Field Enterpreses Educa. Corp.	completed
	Learning 100 Tape Series	EA, DA, FA, Educa. Develop. Lab. Inc.	
BA, CA, DA	AUD-X Series (Voc.)	Educa. Develop. Lab. Inc.	
	Decimals	Sullivan-McGraw-Hill	
	Fractions	Sullivan-McGraw Hill	
	English (Level I)	Educational Projections Corp.	
	Geometry (Level I)	Educational Projections Corp.	

MOREHEAD ADULT LEARNING CENTER

Student Record Sheet
and Study Schedule

NAME Jones Joyce
Last First Middle

KEY DATES

Admission 9/7/71 Withdrawal
Diagnostic Testing 9/8/71 Readmission

TEST RESULTS

PRE-TEST

Date	Name of Test	Battery Median	Readability Score
9-8-71	Calif. TABE Level D	9.8	10.7

POST-TEST

Date	Name of Test	Battery Median	Readability Score
10-18-71	Calif. TABE Level D	11.7	12.1
	GED TEST		
	English 62	88%	Literature 67 96%
	Social Studies 63	90%	Math 49 46%
	Science 63	90%	

INITIAL PLACEMENT AVERAGE SCORE - 60.8

Reading Level III 10.7 English Level III 10.4 Math Level III 8.6

PROGRAM PRESCRIPTION Study Schedule

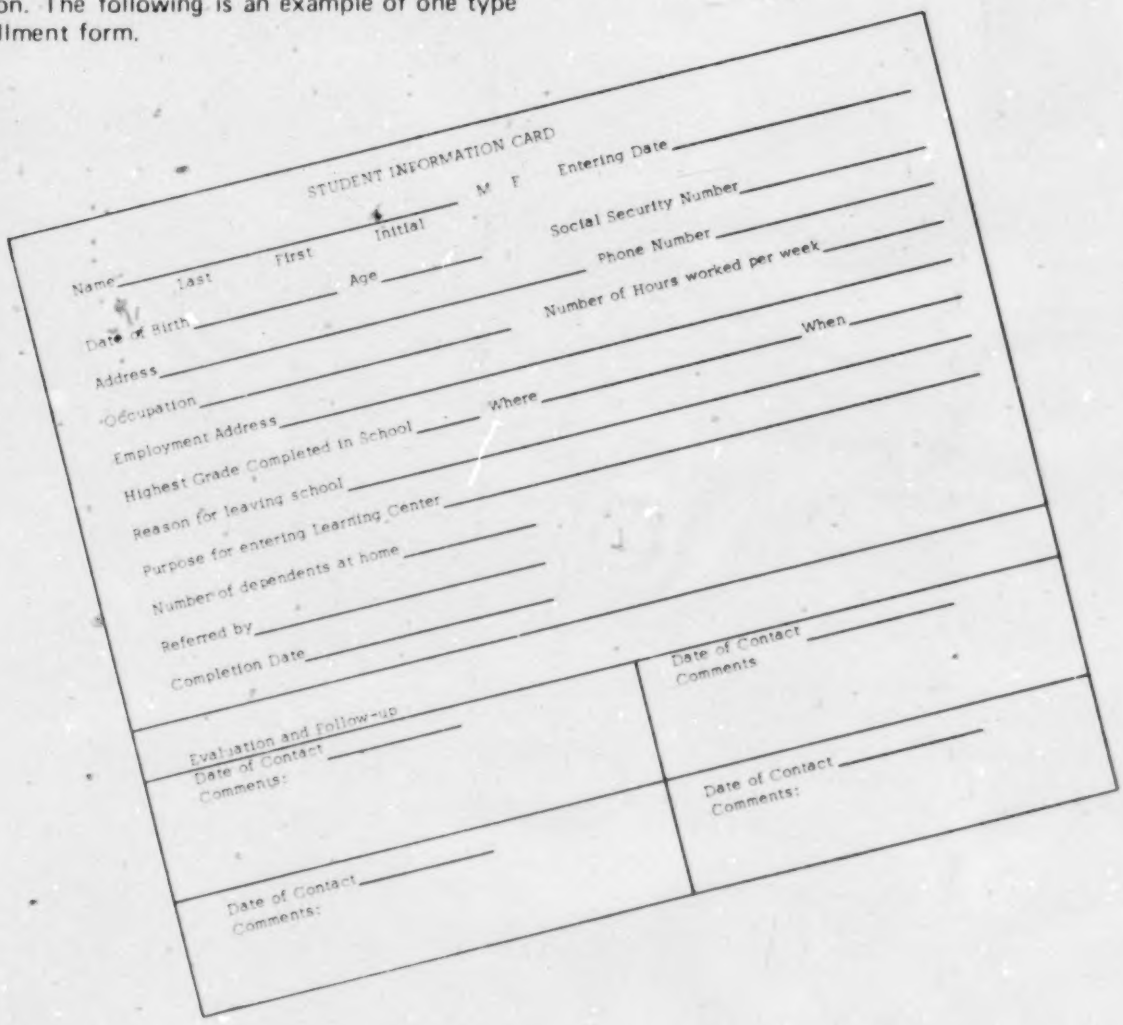
Date	Prescribed Program	Comments	Date - C
	Specific Skills Series		
	Following Directions	Bk. D Barnell-Loft	
	Specific Skills Series		
	Locating Answer	Bk. D Barnell-Loft	
	Fractions Review (Mixed	Numbers) Sullivan-McGraw-Hill	
	Square & Square Root	Harper & Row	
	Signed Numbers (Numbered	Sentences) Addison-Wesley	
	Basic Geometry	Sullivan-McGraw-Hill	
	Percent & Interest	Cowle	
	3200 English (Graphics -	Unit 12) Harcourt, Brace & Jovanovitch	
	GED Preparation	Cowle Dk. Blue Book	

WHAT RECORDS SHOULD BE MAINTAINED BY AN ADULT LEARNING CENTER

What records should be maintained by an adult learning center?

A. Enrollment form

The main purpose of the enrollment form is to establish vital information about the student to assist the learning center staff in planning his program of study and for maintaining a permanent record. Permanent records help in placement of a student in employment and also allow him to move to a new geographic area and still continue his education. The following is an example of one type of enrollment form.



STUDENT INFORMATION CARD

Name _____ Last _____ First _____ Initial _____ M F Entering Date _____

Date of Birth _____ Age _____ Social Security Number _____

Address _____ Phone Number _____

Occupation _____ Number of Hours worked per week _____

Employment Address _____ When _____

Highest Grade Completed in School _____ Where _____

Reason for leaving school _____

Purpose for entering Learning Center _____

Number of dependents at home _____

Referred by _____

Completion Date _____

Evaluation and Follow-up

Date of Contact _____ Date of Contact _____

Comments: Comments

Date of Contact _____ Date of Contact _____

Comments: Comments:

B. Study Schedule

The study schedule is a prescribed program of study which will provide the student with an awareness of what his immediate and long-term work and study load consist. This removes the "blindfold" of the student. He knows where he is going or why he is studying certain materials. The student also can see his progress as he completes each frame of the prescription. (See prescriptions on pages 14, 15, and 16).

MOREHEAD ADULT LEARNING CENTER

Student Work Sheet

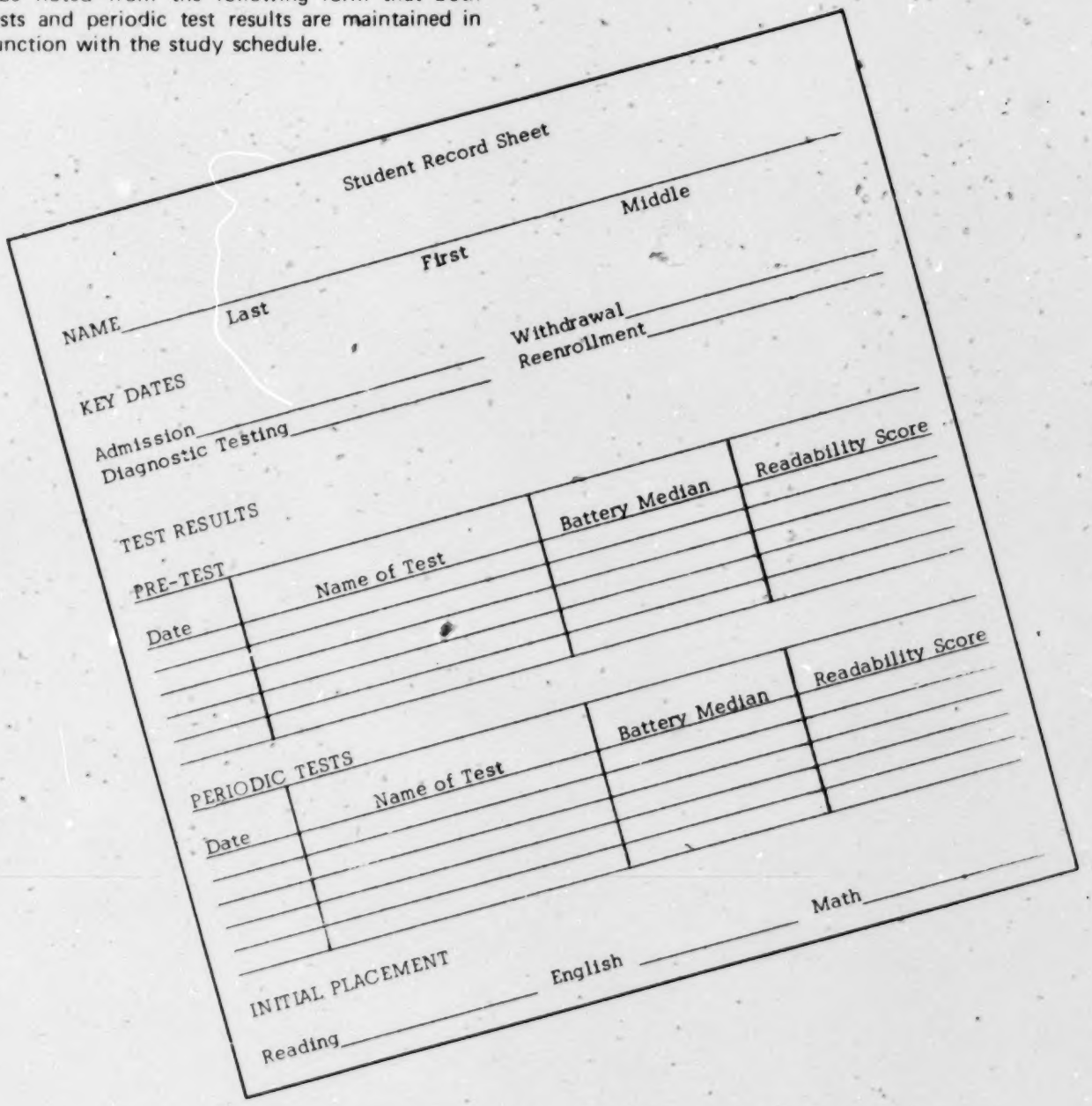
NAME

B-DATE

PROGRAM	LAST FRAME OR PAGE COMPLETED	HOURS	C-DATE
Understanding Main Ideas Book C & D			
Getting the Main Idea Barnell-Loft Specific Skills Series			
Making Right Conclusions			
Drawing Conclusions C Barnell - Loft			
Decimals & Percentages Addison-Wesley Blue			
Word Problems			
Symbol & Formula Problems Addison-Wesley Blue			
Commas - English 2600	P. 250 Frame	2321-2356	
Quotation Marks - English 2600	P. 306 Frame	2568-2610	
Recognizing Complete Sentences English 2600	P. 323 Frame	1042-1077	
Proper Use of Verbs Cyclo-Teacher	P. 119 Frame	1160-1193	
Spelling - McGraw Hill	Cycles 2180219		

C. Student record sheet:

The student record sheet is a vital part of the permanent file kept by the learning center staff. It can be noted from the following form that both pretests and periodic test results are maintained in conjunction with the study schedule.



Student Record Sheet

NAME _____ Last _____ First _____ Middle _____

KEY DATES

Admission _____ Withdrawal _____

Diagnostic Testing _____ Reenrollment _____

TEST RESULTS

PRE-TEST

Date	Name of Test	Battery Median	Readability Score

PERIODIC TESTS

Date	Name of Test	Battery Median	Readability Score

INITIAL PLACEMENT

Reading _____ English _____ Math _____

D. Referral forms

Interagency referral is very important for the successful operation of an adult learning center. The Appalachian Adult Learning Center in Morehead has found that interagency referral greatly facilitates recruitment, and placement in manpower training programs or other related programs, and the solving of pressing adult problems.

The purpose of having a referral form is that it introduces the client or adult student to the agency representative and relieves the anxiety of some of the clients about what to say when they get there. (An example of one type of referral form follows, although some agencies prefer individual letters followed by telephone calls.)

INTERAGENCY REFERRAL

File Ref: _____

This will introduce _____ to see _____ (person)

1. TO: _____ PHONE _____
2. ADDRESS _____
3. REFEREE _____ SS No. _____
4. ADDRESS _____ PHONE _____
5. PRESENT STATUS _____ 7. DATE _____
6. REFERRED FROM _____ PHONE _____
8. BY _____
9. REFERRAL PURPOSE _____

(Use reverse side for additional information)

Prepare original and two (2) copies. Original to individual for introduction and report of action taken; one copy mailed to receiving agency; one copy retained by referral agency. Each agency retains a copy for follow-up and reporting.

ADULT LEARNING CENTER DIRECTOR

AAEC Adult Learning Center Director

Responsibilities

1. Operating and coordinating the adult learning center.
2. Establishing and maintaining fiscal records, individual files, and general policies including the availability of materials.
3. Supervising and training learning center staff.
4. Conducting the practicum for graduate students in the Department of Adult and Continuing Education at Morehead State University.
5. Providing in-service training experiences for other potential learning center directors.
6. Conducting extensive evaluative follow-up of each student to determine the effectiveness of the center in meeting desired goals.
7. Training paraprofessionals for homebound instruction.
8. Developing and supervising a system for outreach and recruitment.
9. Developing and maintaining an interagency cooperation and communications network for referral, placement, and follow-up.
10. Developing a publicity and recognition system through local media.

Suggested education requirements

1. Degree in adult and continuing education with emphasis in reading.
2. Additional course work or experiences beyond in math, supervision, and individually prescribed instruction.
3. Teacher certification, if required by the state.

Desired experiences

1. Two or more years of work in an adult learning center.
2. Extensive work in training teachers of adult education.
3. Teaching experience.

Associate Staff Members (according to size of the center)

Responsibilities

1. Providing instruction in working with the adults.
2. Assisting in the operation of the learning center and assuming responsibilities in the absence of the director.
3. Assisting in the training of graduate interns and other ABE personnel in the region.
4. Assisting in recruitment and working with community agencies.
5. Maintaining student and other center records.

Suggested qualifications

1. A high school diploma or high school equivalency (GED).
2. Preferably GED graduates who have the experience of going through the program themselves and will have been selected because of their good rapport with fellow ABE students.

The placement of GED graduates as members of the learning center staff establishes a career ladder for potential ABE students and facilitates the learning center director in the placement of some graduates.

WHAT ABOUT EVALUATION OF THE LEARNING CENTER PROGRAM

What about evaluation of the learning center program?

The term evaluation is derived from the word "valor," meaning strength. Every activity or program before, during, and after it goes into effect needs an assessment of its strength, which in turn enables the program director to understand its strengths, weaknesses, successes, and failures, thus providing a continuous opportunity for improvement.

Adult learning centers are no exception if they assume the responsibility of providing education to the disadvantaged adults and helping them to change their own lives. Evaluation is a continuous process and not a periodic testing or check-up.

The learning center compared to classroom programs.

The Appalachian Adult Education Center, in addition to its informal, formal, and final evaluation of its operations and the clientele, has conducted several studies about alternate avenues for the education of the disadvantaged other than traditional classroom instruction. The AAEC Ohio module did a comparative study of achievement, retention, and cost of formal evening programs, adult learning center, and home instruction. Home instruction is defined as individualized procedures delivered in the ABE students' homes by paraprofessionals working out of learning centers, using a combination of programmed and reinforcement materials under the guidance of an ABE professional. Instruction and study time per week are variable.

Results of the comparison are presented in tables 3, 4, 5, and 6. It will be noted in table 3 that the learning center showed 1.5 times the gain per hour in reading for 100 hours of instruction than the traditional classrooms showed, and the home instruction showed 2.5 times the gain of the traditional classroom.

Table 3
OHIO MODULE

COMPARATIVE GAINS IN READING ACHIEVEMENT FOR THREE TYPES OF PROGRAMS

	Learning Center	Home Instruction	Traditional Classrooms
Number tested	139	39	71
Total hours of instruction	7,439	1,880	2,523
Average hours per student	54	48	36
Total gain in grade equivalent months	260	95	55
Average gain per student in grade equivalent months	19	24	8
Average gain per hour of instruction	.0351	.0503	.0228

In arithmetic, table 4 indicates that both the learning center and home instruction showed 1.6 times the gain per hour of the traditional classroom.

Table 4
OHIO MODULE

COMPARATIVE GAINS IN ARITHMETIC ACHIEVEMENT FOR THREE TYPES OF PROGRAMS

	Learning Center	Home Instruction	Traditional Classrooms
Number tested	137	39	70
Total hours of instruction	5,637	1,828	2,546
Average hours per student	41	47	36
Total gain in grade equivalent months	234	77	63
Average gain per student in grade equivalent months	17	20	9
Average gain per hour of instruction	.041	.041	.025

A partial explanation of these differences in gain may be the closer reinforcement and continuity of learning available in the learning center and home instruction, since the traditional classrooms meet only six hours per week. However, the ABE students in the traditional classrooms in the Ohio project were allowed to take materials home, while those enrolled in the learning centers were not.

The findings presented in table 5 are, of course, subjective reports of changes in attitude but tend to support the findings on the standardized achievement test.

Table 5
OHIO MODULE

OBSERVABLE CHANGES IN PARTICIPANTS
IN THREE TYPES OF PROGRAMS

LEARNING CENTER

ATTITUDE TOWARD	NO OBSERVABLE CHANGE	SOME IMPROVEMENT	MUCH IMPROVEMENT
Education	6	37	56
Working	26	8	19
Family responsibility	3	17	12
Community responsibility	11	19	31
Self-concept	23	41	82
Personal appearance	9	12	62

(Students were not rated on all items)

HOME INSTRUCTION

ATTITUDE TOWARD	NO OBSERVABLE CHANGE	SOME IMPROVEMENT	MUCH IMPROVEMENT
Education	2	14	23
Working	12	19	8
Family responsibility	13	8	18
Community responsibility	0	17	13
Self-concept	0	17	22
Personal appearance	6	21	12

TRADITIONAL CLASSROOMS

ATTITUDE TOWARD	NO OBSERVABLE CHANGE	SOME IMPROVEMENT	MUCH IMPROVEMENT
Education	20	26	29
Working	20	38	26
Family responsibility	7	16	14
Community responsibility	9	18	35
Self-concept	9	41	26
Personal appearance	19	23	31

FOLLOW-UP ABE = $ FOR INDIVIDUAL & USA

Table 6 is deemed quite significant since home instruction might be expected to be much more costly than the learning center.

Table 6
OHIO MODULE

COMPARATIVE COSTS OF HOME INSTRUCTION AND A LEARNING CENTER

	Home Instruction	Learning Center Select
Number served	43	66
Total hours logged	5,768	4,662
Total cost	$8,134	$7,008
Cost per hour of instruction logged	$ 1.43	$ 1.50
Cost per person	$ 191.49	$ 106.18

In the opinion of the staffs of the Ohio module and the Ohio State Department of Adult Education, the hard-core poor individuals being reached by the home instruction program would not be reached by other ABE programs. Family educational intervention holds promise and capability of breaking the "cycle of poverty."

Follow-Up

Follow-up is a system of pursuing an initial effort by supplementary action and maintaining contact with the adult learners.

A three-year AAEC West Virginia module developed a model for an efficient low-cost follow-up of ABE graduates. Eighty-five ABE students, half volunteer and half nonvolunteer, in four separate programs, were approached by their teachers while still enrolled in ABE with a request for cooperation in a follow-up study. The findings of the West Virginia study suggest a need for job placement specialists and better systems of recruitment in ABE. A study of school behavior, achievement, and absenteeism of twenty-three children of the ABE graduates showed that eight out of ten children were experiencing positive attitudinal and behavior changes coincident with their parents' involvement in ABE. The most startling statistic collected was the economic change of the participants. ABE had added $440,000 annually to the economy of 76 subjects from whom data was gathered.

Concluding Remarks

Since adult psychology and human learning abilities vary so greatly from one individual to another under various circumstances, the authors of this monograph would like to suggest to the readers to draw their own conclusions according to the needs of their specific situations in the space provided below.

Note:

Now since you have drawn your own conclusions, please share your comments with us by sending us a copy.

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